**Style Guide for the Dissertation**

**Gardner-Webb University**

**Date of Issue:**

**August, 2010**

The *Style Guide for the Dissertation* describes the required form for applied dissertations at Gardner-Webb University School of Education. This style guide does not cover matters of content. Refer to your academic program’s dissertation guide for all content requirements.

**APA Style**

Aspects of form and style not covered in this guide are to be found in the sixth edition of the *Publication Manual of the American Psychological Association* (APA). Familiarize yourself with APA guidelines at the beginning of your program of study. Before it is submitted for final approval, your document must be correct in all aspects of the following (APA section numbers are in parentheses):

1. Writing Style (APA 3.05-3.11) & Grammar (APA 3.18-3.23)
2. Reducing Bias by Topic (APA 3.12-3.17)
3. The Mechanics of Style (APA 4.01-4.49)
4. Citing References in Text (APA 6.11-6.21)
5. Reference List (APA 6.22-7.10)
6. Tables and Figures (APA 5.01-5.30)

**Editing**

You are responsible for editing your document prior to submitting it to your committee chair, your committee members, or University editor. If you require assistance in preparing your document, you may hire a private editor or typist. Private editors should not make changes in the content of your applied dissertation.

**Final Format Review**

After receiving acceptance from your committee, you must send your dissertation to the University editor for a final format review. The final format review deals mainly with format issues that are unique to Gardner-Webb University’s dissertation model. You and your committee members should address issues related to writing style and APA guidelines. A completed and signed Format Checklist for the Dissertation must be submitted with the document.

**Paper**

The final copies must be on 8.5 in. x 11 in. white, quality paper (minimum 25% cotton; 20-24 lb). Do not bind or staple the document. Use only one side of the paper. Noticeable corrections, such as by fluid or tape, are not permitted. The copy that is submitted for the final-approval review process (including the final format review) need not be printed on quality paper.

**Margins**

The cover page should have 1.5 inch margins on all but the right side, which should be 1.0 inch.

All other pages of the document must have the following margins: 1.5 inches left side; 1.0 inch top, bottom, and right side. The bottom margin should be as close as possible to 1 in., but not smaller than 1 inch. Appendix material may have larger, but not smaller, margins. Use a ragged (i.e., unjustified) right margin, except for the table of contents. Begin each chapter on a new page. Bottom margins must be 1.0 inch regardless of the paragraph break. Therefore, you should remove the widow/orphan control in your word processing program so that each page has text to the bottom margin. The only exception is a stand-alone subheading, which should not appear on the last line of a page.

**Typeface and Size**

Use a 12-pt serif typeface; New Times Roman is preferred. Italics should be used where required by APA rules. Do not use underlining, bold type, bullets, or colors. A 10-pt type may be used in tables and figures, if necessary, to fit material within the left and right margins or on a single page. The type size for a table note or figure caption should be 10 pt to differentiate between the note or caption and the next line of text.

**Line and Word Spacing**

Double-space between all lines of text, between paragraphs, between headings and subheadings, between headings and text, and between tables and text. Single-spacing is required in some sections of preliminary pages (see samples) and is permissible in table titles and figure captions, in block quotations, and in multiple-line headings. An acknowledgment page, if included, must be double-spaced with a paragraph indent. Provide two spaces after punctuation at the end of a sentence. Refer to APA section 4.01 for exceptions to this rule.

**Pagination**

Preliminary pages must have a lowercase Roman numeral centered in the bottom margin at least two line spaces below the 1-in. margin line. The title page is assigned a number (i) that *is not* placed on the page. For the main body of the document (from page 1 of first chapter through appendixes), place Arabic numerals on the right margin and at least two line spaces above the 1-inch margin line. The typeface and size of page numbers should be the same as the manuscript type.

**Indentation**

The first line of each paragraph must have a consistent indentation of five to seven spaces or ½ inch. Use the same indentation for subheadings in the table of contents, for block quotations, for the first lines of numbered seriation, and for the second and subsequent lines in reference-list entries. Use a hanging-indent style for the reference list. In numbered lists, indent the first line of each item; second and succeeding lines should be flush left. See APA 3.04 for Seriation.

**Tables and Figures**

Tables and figures must be formatted according to the guidelines of the APA manual (sections 5.04-5.30). Tables and figures can be single spaced. Tables and figures should be presented horizontally and placed at the appropriate point in text (i.e., following, as soon as possible, the text reference). A figure caption is placed below the figure. Continue the narrative text to the bottom margin on a page with a short table or figure (i.e., less than a full page) and on a page that precedes a page with a table or figure. If you have only one table or figure in the document, do not label it with a number; refer to the item as “Table” or “Figure.”

**Reference List**

Single-space within each entry, but double-space between entries. Use the hanging-indent style. Title the reference list as “References.”

**Appendix Material**

Each item in the appendix must be cited to in the paper and must be in the same order as cited in the paper. The appendix should be used for material that you have created. You must obtain specific, written permission from the publisher to include copyrighted material in your applied dissertation. A permission note (see APA 5.06) must be placed on the appropriate appendix item. Each appendix item must have a cover page (see sample); the page numbers of the cover pages, not of the actual appendix items, are presented in the table of contents. Do not include a cover page for the whole appendix section. Keep the number of appendix items to a minimum. As a general rule, you should not include more than 26 appendix items (i.e., do not go past Appendix Z). Do not include forms and other materials related to the Institutional Review Board process. To ensure the privacy and confidentiality of participants in your study, do not include their names or identifying information in the appendix or the in text of the applied dissertation.

**Headings**

A two-level heading format is preferred. A third level (see APA 3.03) may be used where appropriate. The first-level heading is centered, boldface; the second-level heading is flush left, boldface (no period) with text beginning on the next line. A third-level heading is indented, boldface with a period, and is immediately followed by the first sentence of the paragraph (see sample). The wording of headings (and titles) must match the wording of the corresponding headings (and titles) in the table of contents. Refer to your program’s dissertation guide and consult with your committee for appropriate headings in your document.

**Preliminary Pages**

The order of preliminary pages is as follows: title page, approval page, acknowledgments (not required), abstract, and table of contents. The degree designation will be Doctor of Education.

**Title Page (see Appendix A)**

See the sample for the required format. Sections (e.g., title, byline) should be placed so that white space is evenly distributed. The top line (title) must be on the top margin (1.5 inches from the top of the page). The bottom line (year) must be on the bottom margin (1.5 inches from the bottom of the page). Type the year in which you expect the dissertation to be approved. Break each line of the title at a logical point. Break the lines of the fulfillment statement as shown in the sample.

**Approval Page (see Appendix B)**

See the sample for the required format. Your name must appear exactly as it is presented on the title and abstract pages. The signature lines should be at least as long as the longest line of type beneath them.

**Abstract (see Appendix C)**

See the sample for the required format. The content of the abstract is described in your program’s dissertation guide. Single-space within each paragraph, but double-space between paragraphs. Do not indent the first lines of the paragraphs. The narrative portion of the abstract should be 220-270 words. The abstract should not exceed one page in length.

The first section (paragraph) must contain all of the elements shown in the sample. The dissertation title, your name, and the year must be identical to the title, name, and year on the title page. Include four or five ERIC descriptors (key words). For selecting descriptors, use the Online Thesaurus of ERIC Descriptors (www.ericfacility.net/extra/pub/thessearch.cfm).

**Table of Contents (see Appendix D)**

See the sample for the required format. All first- and second-level headings in the table of contents must appear in the text, and vice versa. Do not include third-level headings in the table of contents. Lists of tables and figures follow immediately after the list of appendixes. Dot leaders, rather than a series of periods, must be used to join headings and their respective page numbers. The right margin for the table of contents is justified. Do not provide an additional tab (indent) for the second and subsequent lines of a heading, subheading, or title; begin the second line of the heading or title at the same point as the first line. Avoid having headings and titles extend into the column of page numbers. Headings and page numbers in the table of contents must match the corresponding headings and page numbers in the text. Lines for preliminary pages should not be included in the table of contents. Do not repeat headers (such as “Page”) on the second and subsequent pages of the table of contents. If you have only one appendix item, one table, or one figure, do not include an identifying letter or number; label the header

“Appendix,” “Table,” or “Figure” and begin the title at the first tab position.

**Appendix A**

**Sample Title Page**

Using an Internet Service to Bring Resources and Educational Possibilities to Middle

School Students and Teachers

By

Rose Sayer

A Dissertation Submitted to the

Gardner-Webb University School of Education

in Partial Fulfillment of the Requirements

for the Degree of Doctor of Education

Gardner-Webb University

2010

**Appendix B**

**Sample Approval Page**

Approval Page

This dissertation was submitted by Rose Sayer under the direction of the persons listed below. It was submitted to the Gardner-Webb University School of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

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Ron Nanney, Ed.D. Date

Committee Chair

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A. Doug Eury, Ed.D. Date

Committee Member

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Gail Stowe, Ed.D. Date

Committee Member

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Gayle Bolt Price, Ed.D. Date

Dean of Graduate School

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**Exhibit C**

**Sample Abstract**

Abstract

Using an Internet Service to Bring Resources and Educational Possibilities to Middle School Students and Teachers. Sayer, Rose, 2004: Dissertation, Gardner-Webb

University, Middle Schools/Media Selection/Internet/Databases/Teacher Education

This dissertation was designed to examine better access to current information for the students and staff in a middle school. The printed materials located in the school's media center were outdated, scarce, or inadequate. Electronic databases were available in the media center for online searching and information retrieval. However, the students did not know how to use databases as a source for completing class assignments or how to browse within these online services to find additional information. Teachers also did not know how to use the electronic information to enrich their lessons.

The writer developed lesson plans and strategies to train students and teachers on two online services available in the media center. Daily sessions on these databases provided students and teachers with training in (a) e-mail usage, (b) searching and locating current events information, (c) printing from the screen, (d) saving messages, and (e) dialing into the online services. Teachers were encouraged to continue to use these services for curriculum enrichment and as an additional source for future lesson plans.

An analysis of the data revealed that students were more likely than teachers to use the online databases. The most successful activities were those that involved students in researching information about current events. Although teachers planned assignments that required the use of online services, they did not want to provide additional time for students to be in the media center.

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**Exhibit D**

**Sample Table of Contents**

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Xxxxxxxxxxx xx Xxxxxxxxx 1

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